

## Annex 12 - Board Candidates

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### 1. Henk Bolk (Netherlands)

**Biography:** Henk Bolk studied at Utrecht University with Master's Degrees in Contemporary History and Economics. He is a History Teacher at the Lorentz Casimir Lyceum Eindhoven The Netherlands and Coordinator International Relations. As a regular participant of our Annual Conferences he has hosted many workshops on various topics such as "The X Factor in Education", "Teaching Controversial History", "The Thin Line between Diplomacy and Intervention" and "Intercultural Learning". He's an Expert in teaching beyond the curriculum and well known for taking his students to Vienna, Krakow and Auschwitz, Bayeux, the Normandy Beaches, Verdun, Barcelona etc.

**Contribution:** Taking my Experiences and Network to promote and improve.

### 2. Denis Detling (Croatia)

**Biography:** I have graduated in History and German Language and Literature from the Faculty of Pedagogy, University of J.J. Strossmayer in Osijek, Croatia. From 2002 I have worked as history teacher in Grammar School in Osijek. Since 2008 I have been employed at the Museum of Slavonia Osijek where I first worked as museum educator and currently I am holding the post of director. I am author and co-author of numerous educational publication in the field of history, cultural history and museum education. I participated from 2004 in several projects by EUROCLIO. At the moment I am participating in project "Opening up Historiana". I am also Ambassador of EUROCLIO.

**Contribution:** I am working with EUROCLIO last 15 years and with my rich experience as a educator, author, project participant and no less important as a director of institution I could contribute to the further work of EUROCLIO. I hope to give new ideas, new impulse and new energy for expanding activities and development of EUROCLIO.

### 3. Lars Peter Visti Hansen (Denmark)

**Biography:** I studied at Roskilde University in Denmark, Middlesex University in London and Université des Sciences Sociales in Grenoble, France. I have taught History and English in Danish high schools since 1992 with students from 15-19 years old, and regularly organized exchanges with Germany, France, Italy, Spain and Portugal. I have published, and participated in writing, several textbooks dealing with among others The Crusades, Islam and Christianity in the Middle Ages and World History from 1789 to 1945. Currently I am working on a textbook on British history with the title in translation being "Great Britain -

from Britannia to Brexit”. In connection with publishing books I also work on different teaching material and methods to improve the effect of teaching. Besides this I work as a censor at Danish universities, overseeing and grading oral and written history exams. In 2009 I was one of the organizers of the conference “Cultural Encounters during the Crusades” together with Copenhagen University and the University of Southern Denmark, at the Danish institute in Damascus. The same year I helped organize a study trip to Syria for Danish High School Teachers. The last 3½ years I have been a member of the board of the Danish History Teachers Association, with focus on European and Nordic cooperation, and further education for teachers. I have arranged courses on the Baltic region, the First World War and study trips to Georgia and Armenia.

**Contribution:** I have participated in the EUROCLIO annual conferences in 2017 in San Sebastian and 2018 in Marseille and have been truly inspired by the contacts I have gained and the committed people I have met. I have learned a lot about history as a topic whose focus changes according to our different backgrounds and national perspectives. That is why you can and ought to learn from other historians, to understand different perspectives and historical traditions. By understanding the perspective of others you will not only understand others, but also understand your own position better. The keyword is multiperspectivity, which EUROCLIO is also focusing on. It is even more important in an age of rising nationalism, populism and so called “fake news” to understand that the world we live in is multi-faceted and can be understood in many different ways according to nationality, gender, ethnicity, religion and experience.

As history educators we play an important role in teaching our students how to deal with and think critically about the mass of information that they (and we) are confronted with every day. Critical thinking, and the understanding of others and their viewpoints are central elements in reinforcing the foundations of European democracy and positive relations between the nations of Europe.

I believe EUROCLIO is not only an important organization but also a necessary one for bringing history educators together, help teachers cooperate and develop new teaching methods and material. I would like to contribute to the work on the board of EUROCLIO to strengthen this work.

#### **4. Maria Georgiou (United Kingdom/Cyprus)**

**Biography:** I am a passionate teacher with 14 years’ teaching experience - in all ages and different settings. I enjoy interacting with students and teachers, and I am energised by new environments. My PhD research and my teaching appointments as Module Leader at the European University of Cyprus and as Teaching Fellow, Teaching Assistant and Workshop Facilitator across courses at UCL have been instrumental in shaping my know-that and know-how academic expertise in education and inter-disciplinary expertise across different fields. My classroom teaching has allowed me to develop a sound understanding of the practicalities involved in teaching and learning. I have experience in formal-education and curriculum design, part of which aimed in strengthening social society and reconciliation. I furthermore bring theoretical relevance. My PhD research project examined Greek-Cypriot students’ engagement with differing accounts about the past. Drawing on my findings, firstly, I highlight that learning and thinking does not occur in vacuum: it is conditioned and shaped by culture, and context related factors. Secondly, looking into both learners themselves rather than policy-making/stakeholders, I raise the

questions ‘(History) Education for What?’, ‘for Whom?’, and ‘How?’, questions that have become the pillars of my work, and which have implications both for History Education and for Citizenship Education. My primary aspirations are a) to enable young people to navigate their global lives through depth and breadth through Relevance and b) use my research and theoretical knowledge for individual empowerment and, subsequently, social change.

**Contribution:** I can contribute to the work of Euroclio in the following ways: 1) Firstly, I can bring theory into practice. My PhD research project examined Greek-Cypriot students’ engagement with differing accounts about the past. My research allowed me to explore amongst other the following: students’ ontologies and epistemologies and how these intersect and clash; prior-knowledge and building of new knowledge; co-construction of knowledge; connections between curriculum, textbooks and teaching practice; uses of the past; identity formation, and decoloniality and education. Drawing on my findings, I raise the questions ‘(History) Education for What?’, ‘for Whom?’, and ‘How?’, questions that have become the pillars of my work, and which have implications both for History Education and for Citizenship Education.

2) I bring rich teaching experience. I hold a secondary education teaching degree. (My BA in Philology leads into teaching Humanities, Social Sciences and Classics in Cyprus and Greece). I have taught as a supply teacher in London public schools, and taught all ages from reception to adults at UK Greek community schools for a number of years. I was a Modern Greek A Level instructor for 4 years. I also tutored primary and secondary school students and adults. I bring a rich expertise of teaching and mentoring undergraduate and postgraduate students. I am familiar with a) different learning needs and styles and b) assessment issues and complexities, issues which I am always alert to take into consideration when teaching and designing curricula and teaching and learning material.

3) I have experience of a variety of contexts. I have experience of a variety of contexts including divided Cyprus and multicultural London, as well as Lebanon, Japan and the USA. Through my international experience I became, a) tuned to the impact of different schooling and cultural background, b) acutely aware of ‘norms’, c) committed to accommodating non-native speakers, and d) alert to challenge preconceptions and prepared to work with them.

4) I bring project and curriculum design expertise. In parallel to and drawing on my research, I made sure that the theoretical work I have undertaken will not stay confined within the walls of academia. Explicitly, I brought my theoretical knowledge into public engagement and impact through the following: co-authoring ‘The Ottoman Period in Cyprus’ for the Association for Historical Dialogue and Research (AHDR); Euroclio’s *Historiana*; being a guest instructor for the Lebanese Association for History (LAH); and co-ordinating the ‘Oral History Project’ and ‘The Hidden Stories of Cyprus’ for two consecutive years for the Cyprus Friendship Program (CFP) which brings together Turkish-Cypriot and Greek-Cypriot teenagers.

5) Interpersonal and Teamwork Skills. Through my previous work experience, I have acquired the managerial abilities and teamwork skills required for the Board member role. As a Students Union Vice President I was responsible for about 10 Societies and 8 Committees. As a co-author of *The Ottoman Period in Cyprus* I was part of a highly diverse group of professionals (1 teacher, 2 academics and 1 researcher; 2 being Greek-Cypriots and 2 Turkish-Cypriots). As a *Historiana* contributor I needed to collaborate with educators coming from different ethnic, cultural, religious and theoretical backgrounds who often

had radically different points of view. Through these experiences I a) developed the ability to work in different collaborative environments, and b) developed leadership and team building skills, which I brought to initiatives such as the Cyprus' History Education SIG, co-organising the UCL Uses of the Past Symposium and building the UCL What's in a Method? workshop.

6) Education for transformation Of my primary aspirations is to enable young people to navigate their glocal lives through depth and breadth while my teaching philosophy is based on the pillar of Relevance. Throughout all the teaching I have undertaken for the European University of Cyprus (EUC), the UCL Institute of Education and the UCL BA Arts and Sciences (Liberal Arts), I have aimed and worked towards structural changes at the system level but also at social practices at the pedagogical level. I have done so by a) democratising, as much as possible, the courses I have taught (specifically by co-designing the course syllabi and assessment with my students) and b) employing culturally responsive content and pedagogical practices. In this way I model to my students the need and the means to democratise the education system by providing access to all and bringing in the voices of marginalised young people, and by doing so how we can enable individual empowerment and promotion of social justice.

7) I therefore consider myself an activist. I believe that education by nature is activist as it is intrinsically connected to social responsibility and social justice. (Although, sadly, not all educators recognise the activist nature of education). UNICEF/UNESCO affirms education as a 'fundamental human right' and affirms that 'quality education and lifelong learning are key to sustainable development' and that 'universal access to quality education is an essential prerequisite for individual empowerment, the development of equitable societies and the promotion of social justice.' These are values I adhere to and are at the heart of work.

8) I bring a nuanced perspective of the world My positionality, specifically my access and work in two settings, has enabled me to develop a nuanced perspective of education. On the one hand, I have been located within a specific English-speaking higher education institution, which enabled me to have access to certain aspects of knowledge and research which have been considered 'global' but were prescribed from a specific point of view. At the same time, I conducted my research in Cyprus, a context which has experienced an 'overload of history', and one which has been 'othered' so as to establish colonial intervention and the dichotomy of the European notions of space: north-south, centre-periphery, identity-otherness.

9) I bring relevance drawing on the post-conflict setting of Cyprus. I come from Cyprus, a divided country where young people grew up and were schooled with 'memories of memories' and official narratives which were cultivated and maintained with the purpose of demonising the Other, and by doing so, legitimising each community's actions and (legal) existence. I therefore bring empirical experience of how without structural and curriculum changes, history teaching and learning will only perpetuate conflict and existing social inequities. For this reason I decided to dedicate my work as a history educator in creating and providing tools that help young people deconstruct monolithic historical narratives, challenge past myths, and consider the evolution of narratives about the past and how they continue to influence people. My PhD research has been central in this goal. Through my experience of the Cyprus, I can bring relevance a) to other post-colonial contexts like Lebanon, Algeria and Morocco, b) post-and in-conflict settings like Ireland, Israel and Korea and c) settings in transition such as the former Yugoslavic and Soviet states.

10) I bring expertise in disciplinary history, which I see as a social practice. Having been inducted into a particular form of history knowledge, I consider history writing as a distinctive form of talking about the past, in that it constitutes an organized and evidence-based presentation of the processes and events that have occurred over a period of time. In addition, I argue that history is a social practice and that, for this reason, it is part of the cultural and social world. I therefore see history as being part of 'lebenspraxis' - that is the practical functions of life-orientation. I do not argue that history writing can or should be replaced by other representations of the past. On the contrary, I take the stance that, nuanced and informed engagement with the past requires disciplinary skills and higher-order thinking. But I do propose that the answer to 'History Education for What?' should be orientation, as proposed by Lee (2004, 2011) and Lévesque (2017).

11) I am passionate about identity, and keen to see a) mobility and b) young people's nuanced identities being reflected in the curriculum. Euroclio has been pivotal in highlighting and embracing the teaching and the learning of the Other. Now, it is the time to take a step forward, and move beyond the Us/Others dichotomy. We live at a time when it is crucial to address young people's complex and hybrid identities, identities that often result from mobility (i.e. I come from an Ottoman Christian family, and I call myself both a Londoner and a Cypriot). In addition, mobility is not always willing, hence we furthermore need to address migration and refugees, and how the latter now constitute the new (social) Other (in juxtaposition to the old ethnic Other). For all the above reasons, I believe that I can make an ideal Board member as I bring both theoretical knowledge and practical skills, and, equally importantly, the passion and enthusiasm to work for social change and individual empowerment through history education and citizenship. I would be more than privileged to be elected in the Board as I see Euroclio as much more than an international organisation: for me, Euroclio is furthermore a family with which I have grown, learnt and re-thought the world. But, what is more, at a time of populism, xenophobia and UK leaving the EU, I would be honoured to be part of an organisation that represents a symbol and stands as a proof that Europe not only has not failed, it stays strong, and it is expanding and bringing together countries and people beyond its own borders.

## **5. Jim Mc Bride (Northern Ireland)**

**Biography:** My name is Jim Mc Bride and I have been actively involved with the work of EUROCLIO since 2016. Currently I am a retired History teacher as well as being Secretary of the History Teachers Association of Northern Ireland since our formation in 2016. As well as this work I write resources for History teachers in N.Ireland and my last book published was Russia 1914-1941 which is an A Level text book in June 2018. Since 2016 I have attended EUROCLIO Conferences and events such as delivering a presentation in Russia in October 2017. Another of my areas of interest is the Civil Rights movement in N.Ireland and I am currently the education adviser to the 50th Anniversary Civil Rights Committee in N.Ireland which hosts Historical debates and school workshops on this important topic for schools in N.Ireland in particular. In addition to work as a Senior Examiner for our local exam board CCEA I have also been involved in the development of the local History curriculum over the past number of years.

**Contribution:** As I have enjoyed meeting this teachers and educators from many different countries through EUROCLIO since 2016 this has given me a valuable insight into the

importance of History teaching in Europe not just my own country. This work has been both interesting and informative about hearing how History is taught and its role in the curriculum of different European countries. Also coming from N.Ireland which is a country where History is important yet as a country this subject can be still divisive and contested even today in my local schools. Would like to contribute to the work of EUROCLIO through helping with the development of online educational resources in particular as well as contributing in other areas as appropriate.

## **6. Thomas Babila Sama (Finland)**

**Biography:** Academically, I am holder of a Doctor of Social Sciences degree (PhD) (obtained 2012), major in Social and Public Policy from the University of Jyväskylä, Finland. I defended my PhD on the topic: “NGOs and the Implementation of Active Labour Market Policies: The Case of Finland and Sweden”. I am also holder of a Master’s of Social Sciences degree (obtained 2007), major in Social and Public Policy from the University of Jyväskylä, Finland. Lastly, I am holder of a Bachelor’s degree in Anthropology (obtained 2003) with specialty in Medical Anthropology, from the University of Yaounde 1, Cameroon. Besides, I am holder of a Post Graduate Certificate In Education from the Teachers’ Education College of Jyväskylä University of Applied Sciences - Finland, and a Teachers’ Grade 1 Certificate from Government Teachers’ Training College, Kumba - Cameroon. Currently, I work in the Department of Social Research, Unit of Social and Public Policy at University of Helsinki, Finland as a Postdoctoral Researcher and Lecturer and at the same time, I am currently President of the African Association of Central Finland (AACF) which is the EUROCLIO member association I am member of. I have over 20 years of work experience in member organizations and have held various posts of responsibilities there. I, as President of the AACF which is a member organization of FARE, has collaborated with FARE for over 6 years. Presently, I am one of the volunteer developers and the only one from Finland, to the Football Makes History project.

**Contribution:** I wish to be elected as board member of EUROCLIO because I am an educator and currently a Postdoctoral Researcher and Lecturer at the Faculty of Social Sciences in the University of Helsinki, Finland. Part of my lectures have centred on history and citizenship education. In addition, I have over 10 peer reviewed publications in peer review journals and have participated in many national and international conferences around the world. Some of my research have also been comparative and inter or multidisciplinary cutting across education, migration and NGOs regarding European Union welfare states. Besides these, currently, I am one of the volunteer developers to the Football Makes History Project 2019 - 2020 which is under EUROCLIO. I will use my experience as a developer in the Project to foster the goals of EUROCLIO. I also have over 20 years of working experience with grassroots-community organizations at different levels which qualifies me to share my experience as a EUROCLIO board member. I will contribute to the work of EUROCLIO through my experience as representative of our organisation (the African Association of Central Finland (AACF)) in Fare’s conferences for over 6 years during which, I have gathered enough experience to enable me bring expertise and new ideas to the issues that EUROCLIO deals with. I have also taken part in organizing activities in collaboration with FARE such as the annual #FootballPeople action weeks in October and so I have experience in FARE’s activities which will help me as a board member of EUROCLIO. Furthermore, since our organisation is a grassroots-community based organisation with

members consisting of immigrants with different ethnic background such as refugees, asylum seekers, women of ethnic background, the youth and the elderly just to name these, I will use my experience in working with these groups of people to foster their interests in the issues that EUROCLIO deals with. I will also use my experience as board member of other organizations to Foster the work of EUROCLIO.

### **7. Nana Tsikhistavi (Georgia)**

**Biography:** Nana Tsikhistavi- PhD in History, President of Georgian Association of History Educators (GAHE) since 2010 till today. Re-elected as a president in 2016. Coordinator of EUROCLIO/EU project, "Sharing Histories - Cultural Dialogue" from Georgian side. In past times worked in different Universities of Georgia. She participated in many international conferences, author of textbooks and publications. Nana Tsikhistavi was one of the founders of Georgian Association of History Educators in 1997. Since 2008 GAHE is intensively involved in implementing international projects. In 2015 Nana Tsikhistavi became an Ambassador of EUROCLIO.

**Contribution:** I have excellent relations with numerous of international organizations and NGO's, also with history teachers associations in South Caucasus and my main goal is to support EUROCLIO stimulate history education in our region and strengthen Civil Society, also support regional projects

### **8. Alev Tugberk-Nedjet (Netherlands/Cyprus)**

**Biography:** After having worked as a teacher in the public sector, Alev was promoted first as an Inspector for schools, then as the Deputy Manager for the General Secondary Education Department. MsTugberk has actively taken part in peace building activities. She has been involved with AHDR since 2007 as a Board Member, Secretary, Educational Director and finally Co-President. She is married with three children. She speaks English, Turkish and beginner level Dutch.

**Contribution:** Promotion of EURO projects, Historiana, advancing already existing programs and help create projects related to citizenship and heritage. It would also be interesting to examine the outcome of the projects as my master's degree is very much related to examining planned inputs and expected/unexpected outcomes.